**FOSTERING TEACHING COMPETENCY FOR PRIMARY SCHOOL TEACHERS TO MEET THE REQUIREMENTS OF GENERAL EDUCATION PROGRAM 2018 IN VIETNAM**

***Dr. Le Van Khuyen, Hue University of Education***

Summary

In this article, the author has the author hasreferred to the requirements of the general education program 2018 in terms of the teaching capacity of primary school teachers and the basic competencies of primary school teachers in Vietnam that need fostering to meet the requirements of this program.

Key words:

Primary school, fostering, teaching competency, education program, teacher

1. **Introduction**

Educational innovation has become an urgent need and a global trend. In response to this requirement, in Vietnam, general education program 2018 was issued. This program is built in the direction of developing learners' qualities and capacities to help them gain good and necessary qualities and competencies to become responsible citizens, as well as become cultural, industrious and creative employees who meet individual development requirements for building and defending the country in the age of globalization and the new industrial revolution. According to this educational program, it is necessary to form in learners the main qualities: patriotism, compassion, hard work, honesty, responsibility and common core competencies: self-control and self-learning ability, competence communication and cooperation, problem solving and creativity[1].

Primary education in general and grade 1 in particular in academic year 2020-2021 is the first link in the national education system of Vietnam which is carrying out the task of educational renovation according to Circular 32/2018/TT-BGDĐT. As the first academic year of implementation of general education program 2018, primary teachers are facing a lot of surprise and difficulties in organizing their own teaching activities. In that context, the urgent task for the leaders of the education and training sector in general and of the localities in particular is to conduct training for teachers, ensuring that they can have sufficient basic competencies then to meet the requirements of the general education program 2018.

In this article, we have referred to the requirements of thegeneral education program 2018 in terms of the teaching capacity of primary school teachers and the basic competencies of primary school teachers in Vietnam that need fostering to meet the requirements of this program.

**2. Contents**

***2.1. Requirements of the general education program 2018 for the primary school teachers’ teaching competence in Vietnam***

The general education program 2018 is built in an open direction, shown in two following points:

- The General Education Program 2018ensures a unified orientation, ensures the core and compulsory educational contents for students nationwide, and at the same time, it gives initiative and responsibility to localities and schools in selecting and supplementing a number of educational contents andimplementation of educational plans to suit educational subjects and the conditions of the localities and school.

- The general education program 2018 only stipulates the general principles and orientations on the requirements to be met in terms of learners’ the quality and competence, educational contents, educational methods and the evaluation of educational results, but not too detailedly-statedin order to create conditions for teachers to promote their initiative and creativity during the implementation of the program.

The general education program 2018 promulgated by the Ministry of Education and Training includes the overall program and the curriculum of educational subjects and activities. The general education program 2018 is built according to the model of capacity development through basic, practical, and modern knowledge and methods to actively engage learners, helping them form and develop qualities and core competencies,which are expected by the school and society.

The primary education program helps learners form and develop the basic elements that lay the foundation for the harmonious development of physical and mental health, qualities and abilities, and focus on educating the values of themselves, families, and communities, as well as their necessary habits and routines in learning and living. The program ensures the development of the quality and capacity of learners through educational contentsof basic, practical and modern knowledge and skills instead of just focusing on equipping knowledge like previous educational programs.

+ Requirements for quality: The general education program 2018 aims to form and develop learners' main qualities, such as patriotism, compassion, industriouness, honesty, and responsibility.

+ Requirements for competency include general and specific competencies as follows: General competencies: autonomy and self-studying, communication and cooperation, problem solving and creativity; Specific competencies: language, math, science, technology, informatics, aesthetics, and physical abilities.

In addition, the educational program also contributes to discovering and fostering learners' talents. According to the general education program 2018, primary education contents include compulsory educational subjects and activities: Vietnamese, Math, Ethics, Foreign Language 1 (in grades 3, 4, and 5), and self-study, Nature and Society (in grades 1, 2, 3), History and Geography (in grades 4 and 5), Informatics and Technology (grades 3,4,5), Physical Education, Arts (Music and Fine Arts), Experiential Activities (including educational contents of the localities), Optional subjects: Ethnic minority languages, Foreign language 1 (grades 1 and 2).

Compared with the general education program 2006, the 2018 one has certain changes, increase or decrease the number of periods in some subjects, and there are some new subjects (Foreign Language 1, Informatics and Technology). Additionally, the educational goals and plans of thegeneral education program 2018requires the schools to innovate and becreative in teaching, to equip teachers with integrated knowledge of different subjects, to approach modern teaching methods and new teaching models such as integration, innovation in testing and assessment on students' ability...

In summary, it is the remarkably new points of the general education program 2018,in comparison with the previous program, that set the new requirements on pedagogical and professional capacity for primary teachers, requiring teachers to have organizational capacity in teaching in the direction of capacity development, such as experiential teaching capacity, integrated teaching capacity, and ability to assess students' learning outcomes according to Circular 27/2020/TT-BGDĐT.

***2.2. Contents of fostering teaching capacity for primary teachers to meet the general education program 2018***

Through the analysis of the requirements of the general education program 2018 for primary teachers, we have identified the basic competencies that primary school teachers need,as well as the contents of these competencies to help them achieve to meet the requirements of the general education program 2018. These include *experiential teaching capacity, ability to test and evaluate the learners’ learning outcomes, and integrated teaching capacity.*

**\*For experiential teaching capacity, it is necessary to foster teachers with the following contents:**

- Knowledge of the nature of experiential teaching (the difference between experiential teaching and conventional teaching, and experiential activities - compulsory educational activities...); the knowledge of defining topics, defining goals and contents; knowledge of how to design experiential teaching activities; how to design criteria and toolkits for testing and evaluating primary school students in experiential teaching.

- Skills to identify experiential teaching topics: based on educational goals and subject knowledge characteristics at primary school, on the characteristics of learners, and on the specific situation of the locality, teachers determine specific output standards, from which, to choose the learning contents that constitute the appropriate experiential teaching topic.

- Skills in determining the goals of experiential teaching topics: To determine the goals that learners need to achieve after the experiential activity, teachers need to be able to answer the following questions: What will learners achieve after participating in the activities of this topic? What will learns be able to do? What values ​​can be trusted? The objectives should be clear, specific and measurable.

- Skills in identifying experiential teaching contents: Based on the objectives of the identified topic to determine the content of activities required in the topic; Show the close relationship between objectives, contents, forms and methods of organizing activities. In each activity, it is also necessary to define goals and ways of implementation.

- Skills in designing experiential activities according to Kolb's experiential learning process include the following specific stages: Stage 1: Specific experience; Stage 2: Observation, comparison, and feedback; Stage 3: Concept formation; Stage 4: Active testing.

- Skills in designing criteria and tools to test and assess students in experiential teaching: Design tools, appropriate assessment criteria to measure the objectives of the topic, the level of achievement in terms of quality and capacity of each learner to assess the performance results.

**\* Contents of fostering the ability to test and assess primary school students’ learning outcomes include:**

- Requirements on qualities and necessary attitudes towards teachers in the assessment of primary school students.

- Skills in developing contents, using methods and techniques of regular assessment, periodical assessment, and synthesis of assessment results for primary school students.

- Skills to provide feedback on learning results for students to self-regulate the learning process, teachers to adjust teaching activities, and administrators to have solutions to improve education quality, family supervision andsupport to students.

**\* Contents of fostering the integrated teaching capacity for primary teachers include:**

- Knowledge of integrated teaching at the primary level (in-depth understanding of the nature of integrated teaching, methods and levels of integration...).

- Skills to identify topics or contents that integrate subjects at the primary level; skills to exploit factors that are closely related to the contents of the lesson.

- Skills in designing teaching plans that integrate subjects at the primary level;

- Skills in choosing integrated teaching forms and methods

- Skills to exploit information for integrated teaching

- Problem solving skills/situation-arising handling in integrated teaching

In order for the training of teaching capacity for primary teachers to meet the requirements of the general education program 2018to be the most effective, it is necessary to use a combination of methods and forms of training. Methods and forms of organizing training must be suitable to the characteristics of teachers with many different subjects (age, level, conditions, IT application ability …). Therefore, it is necessary to diversify forms and methods of fostering, to ptomote the role of teachers in self-training, to strengthen feedback on training results and self-retraining to adjust the training process in order to improve the quality of training efficiency.

Fostering should aim to promote the self-discipline, activeness and active participation of primary school teachers duringthe fostering process, helping primary teachers to be well aware of the importance of fostering activities in a correct way. At the same time, it helps them have ptoperattitudes and motivations in the process of participating in training and self-improvement, and overcoming all difficulties to complete the set training tasks.

**3. Conclusion**

The quality of teachers directly determines the educational quality of schools and educational institutions. To meet the development requirements of society and education, the capacity of teachers should always be fostered and developed. Therefore, capacity building and training for teachers is inevitable. The context of educational innovation in Vietnam and the peculiarities of the general education program 2018 require primary school teachers to have basic teaching competencies, such as integrative teaching ability, experiential teaching ability, and the ability of assessing students’ learning outcomes. This is also the basis for building effective contents, methods and forms of training for teachers.

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